

Laura Terrill

Planning for Learning

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

April 2015

Key Slides	
Powerpoint Handout	
World Readiness Standards	World-ReadinessStandardsforLearningL... Details Download 148 KB
ACTFL Proficiency Guidelines	ACTFLProficiencyGuidelines2012_FINAL... Details Download 219 KB
NCSSFL-ACTFL Can Do Statements	NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSSFL-ACTFL Global Benchmarks	NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
Thematic Unit - Living in the City	Living in the City.docx Details Download 30 KB

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Focus Questions:

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- *How do I plan for student learning?*
- *How will you know if each individual student truly understands the text?*
- *How do you ensure that the conversations students have are unrehearsed, that the answers are not always known?*
- *How do I teach students to write in another language? How do I make my students aware of their targeted learning goals?*
- *How do I use authentic text to develop skills in all 3 modes of communication?*

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Backward Design

Identify desired results – What are the goals?

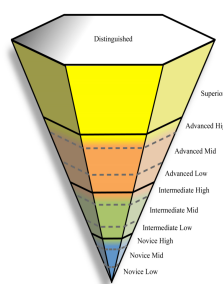
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What?



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

How well?



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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Proficiency

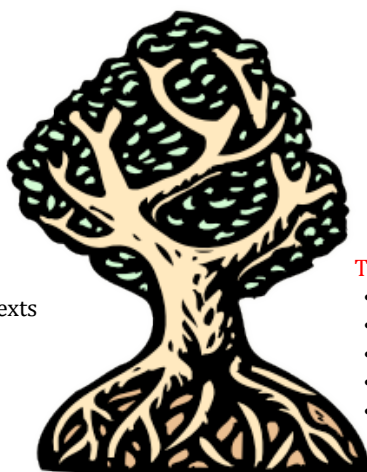
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Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Major Levels - Novice

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The "Parrot"

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

WORD LEVEL



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Major Levels - Intermediate

The "Survivor"

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations

SENTENCE LEVEL



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Major Levels - Advanced

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The “Storyteller”

- ❑ Full conversational partner
- ❑ Speaks with confidence
- ❑ Expands on a variety of concrete topics
- ❑ Narrates and describes in present, past and future time frames
- ❑ Handles a situation with a complication



PARAGRAPH LEVEL

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Proficiency

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Proficiency

- ❑ Independent of specific classroom instruction
- ❑ Spontaneous
- ❑ Broad content and context
- ❑ Sustained performance across all the tasks and contexts for the level

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ACTFL Proficiency Guidelines 2012 - Speaking	
13 Novice	<ul style="list-style-type: none"> communicate short messages on highly predictable, everyday topics that affect them directly. use isolated words and phrases that have been encountered, memorized, and recalled. may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	<ul style="list-style-type: none"> create with the language when talking about familiar topics related to their daily life. recombine learned material in order to express personal meaning. ask simple questions. can handle a straightforward survival situation. produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	<ul style="list-style-type: none"> engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. narrate and describe in the major times frames of past, present, and future. can deal with a social situation with an unexpected complication. speak in paragraphs; the language is abundant. sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

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Proficiency-based Rubric				
Interpersonal Mode – Novice Learner				
14				
Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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Taken from: ©2013 Implementing Integrated Performance Assessment

Performance

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Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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Performance Rubric – Interpersonal Task

17	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

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Text Type

Quantity and Organization of Language Expands

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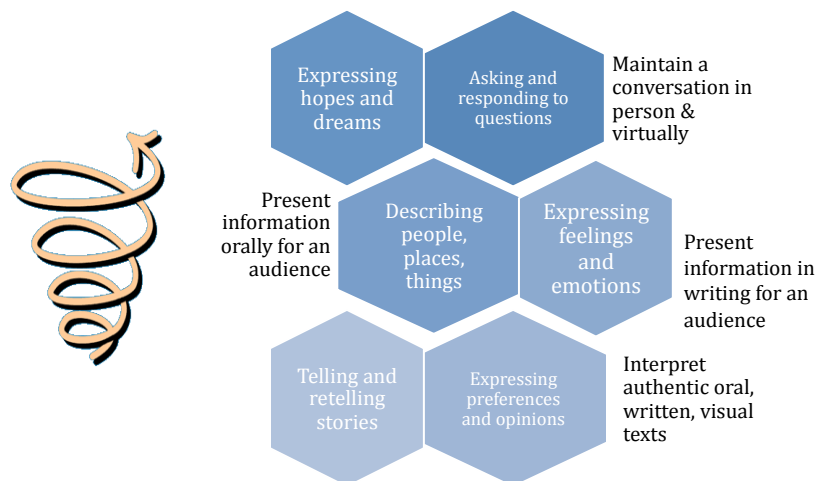
- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



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Top Ten Functions and Related Tasks

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Increasing levels of proficiency

Novice	Intermediate				Advanced
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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Performance towards Proficiency

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Demonstration of performance within a specific range (novice, intermediate, advanced) ***may be an indication of proficiency***; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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Your “apple save” moment....



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Teaching is

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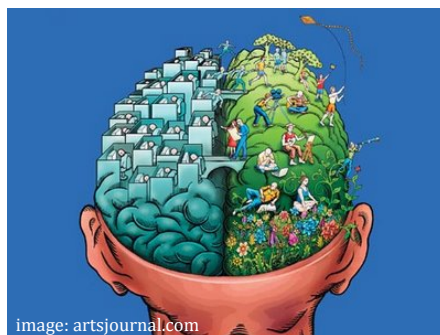
*what occurs
outside the
head.*

Ruby Payne

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Learning is

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*what occurs
inside the
head.*

Ruby Payne

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Using the Target Language and Providing Comprehensible Input for Instruction

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May I speak English?

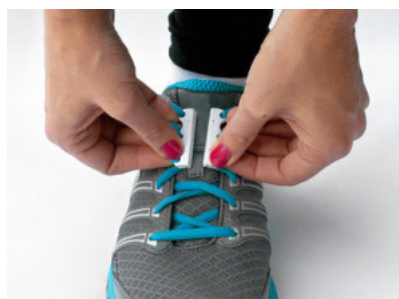
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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Plus besoin de faire ses lacets avec cette invention

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Selecting Authentic Text

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Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,
with strong visual support.

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Ouiiin! Mais que se passe-t-il?

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Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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Complex Thinking — Simple Language

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No soy un abrigo.

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Helena Curtain

Une baleine à bosse passe juste devant lui mais il est trop captivé par son téléphone pour le remarquer

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Pour Eric Smith qui a pris cette photo au large de Redondo Beach en Californie, cette image est tout simplement le "reflet de notre époque". Dans les commentaires de sa publication, le photographe américain dévoile les coulisses de sa prise de vue: "Des baleines sautaient hors de l'eau à Redondo et ce petit bateau à voile a manœuvré jusqu'à l'endroit où cela se passait. J'étais à 15 mètres quand une baleine et son baleineau sont sortis de l'eau, juste à côté du bateau. Le type n'a jamais levé les yeux de son téléphone. Deux femmes à l'avant du bateau prenaient des photos mais lui n'a rien remarqué."

Interrogé par CBS News, Eric Smith a confirmé son témoignage et expliqué qu'une baleine et son petit ont joué longtemps à la surface de l'eau sans que l'homme au smartphone ne remarque quoi que ce soit. "Il aurait pu être en train d'écrire à sa mère à l'hôpital pour ce que j'en sais, mais je pense que c'est dommage qu'il ait manqué un si beau moment qui s'est déroulé à moins d'un mètre de lui", a également confié le photographe.

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MILAN

L'ACTU DU JOUR

1jour l'actu!

PLANÈTE

9 juin 2012

Le mot du jour : cacao

Bientôt la fin du chocolat ?



Sur cette photo, tu peux voir un employé récolter les cabosses d'un cacaoyer, à Divo, en Côte d'Ivoire, en octobre 2010. C'est dans ces cabosses que l'on trouve les fèves de cacao. Et c'est à partir de ces fèves que l'on fabrique le cacao. (© AFP Photo/Sia Kambou)

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Tips for finding authentic text

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- ❑ Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- ❑ Do not look for texts that have specific vocabulary or structures.
- ❑ Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- ❑ Adapt the task, not the text.
- ❑ Become a fan of Pinterest.

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Alimenti e bevande

Kcal

Minuti di cammino (a 3,2 km all'ora)
necessari per bruciare le calorie

D'ARCO

Donna (peso 60 kg)

Uomo (peso 73 kg)

- Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate

300

115 minuti

95 minuti

- Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)

350

135 minuti

110 minuti

- Panino con hamburger al doppio formaggio

450

170 minuti

140 minuti

- Patatine fritte (porzione media da fast food)

340

130 minuti

110 minuti

- Una porzione di profiterol (g 100)

280

110 minuti

90 minuti

- Una lattina di bibita zuccherata (330 cc)

130



50 minuti







40 minuti



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Making Authentic Text Comprehensible

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora necessari per bruciare le calorie)	
		Donna (peso 60 kg)	Uomo (peso 70 kg)
<ul style="list-style-type: none"> Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate 	300	115 minuti	95 minuti
<ul style="list-style-type: none"> Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) 	350	135 minuti	110 minuti
<ul style="list-style-type: none"> Panino con hamburger al doppio formaggio 	450	170 minuti	140 minuti
<ul style="list-style-type: none"> Patatine fritte (porzione media da fast food) 	340	130 minuti	110 minuti
<ul style="list-style-type: none"> Una porzione di profiterol (g 100) 	280	110 minuti	90 minuti
<ul style="list-style-type: none"> Una lattina di bibita zuccherata (330 cc) 	130	50 minuti	40 minuti

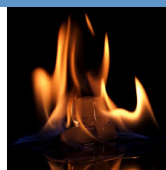
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Practice in target language; assess in English

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Comment dit-on.....

How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

1. **une quantité de coca** (*an amount of coke*)
2. **pas toutes les profiteroles** (*not all the profiteroles*)
3. **une sauce blanche** (*a white sauce*)
4. **Quelquechose de jaune qui va souvent avec un hamburger**
(*something yellow that often goes with a hamburger*)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**
(*the food that requires more than 2 hours of walking to get rid of calories*)

Quelle est l'idée principale?

What is the main idea?

- a. **La différence entre les hommes et les femmes**
(*difference between men and women*)
- b. **Une comparaison entre les calories et l'activité**
(*A comparaison between calories and activity*)
- c. **La nourriture qui est de mauvaise santé**
(*food that is unhealthy*)

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Interpretive Mode

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Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

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- Guided
- Active
- Silent
- Individual

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After Reading

40



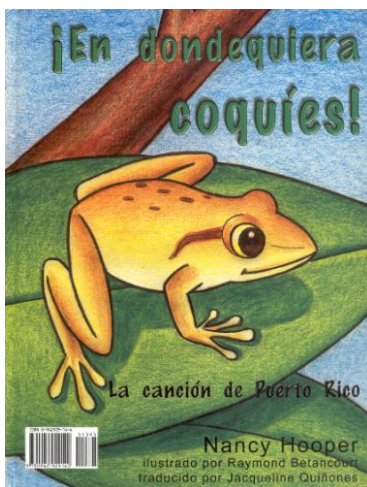
- clarify
- reinforce
- extend knowledge

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Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper
ISBN 0942929144

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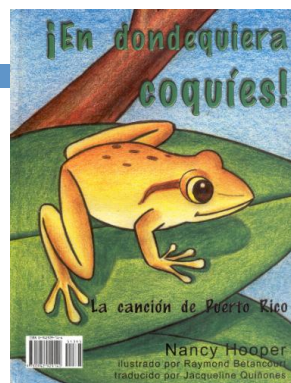
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A.C.T.I.V.E.

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Ask Questions

*Moving from text explicit to
text implicit*



Who?
Where?
If....then?

What?
Why?
Who can?

When?
Which would?
How did?

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A.C.T.I.V.E.

Ask Questions

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All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquís, the parrots chattered all day....but slept all night. Or tried to.

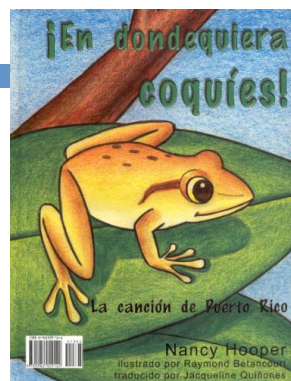
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A.C.T.I.V.E.

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Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

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A.C.T.I.V.E

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Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

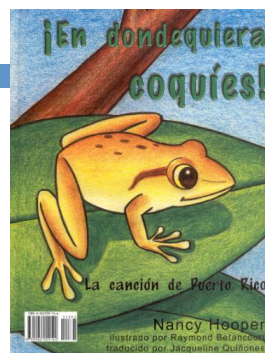
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A.C.T.I.V.E

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Track Down

Determine the most important ideas and themes.



Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

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A.C.T.I.V.E

Track Down

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Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquís! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquís silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

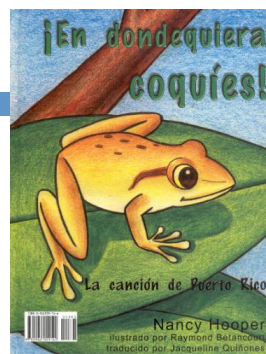
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A.C.T.I.V.E.

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Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

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A.C.T.I.V.E

Making Inferences

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The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

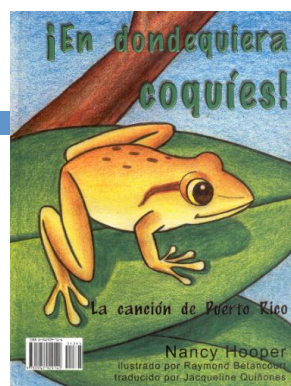
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A.C.T.I.V.E

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Visualizing

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

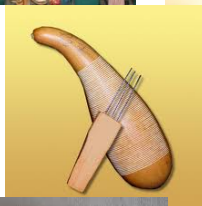
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A.C.T.I.V.E

Visualizing

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claves
güiros
maracas
cuatros
vejigante masks
santos



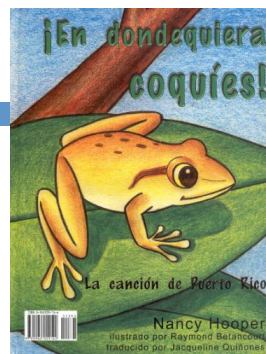
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A.C.T.I.V.E

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Eureka!

Retell or synthesize what has
 been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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R.A.F.T

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Role	Audience	Format	Topic
parrot	coquís	letter	Complaining about the noise
parrot	coquís	song	Begging them to return
coquís	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquís	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

Laura Terrill, Crystal Lake 2015

54

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

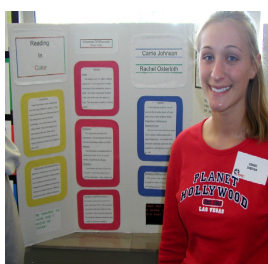
- Tovani

Laura Terrill, Crystal Lake 2015

Presentational Mode

55

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational Communication....

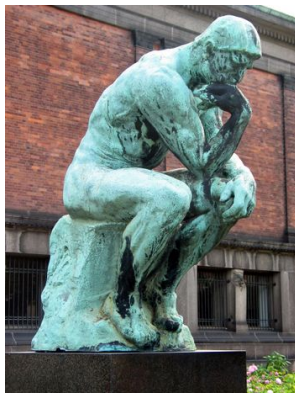
56

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill, Crystal Lake 2015

Writing is Thinking

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Writing Makes Thinking Concrete

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Writing 2011
Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20

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Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *“They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!”*

Ruth Culham

Laura Terrill, Crystal Lake 2015

60



Use Inquiry

Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

Laura Terrill, Crystal Lake 2015

Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

61

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédé en 1969.....



Laura Terrill, Crystal Lake 2015

Teammates Consult

62



What are the implications of reaching 7 billion for the Earth's population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

Laura Terrill, Crystal Lake 2015

63

because
The neighbor
often
down who were Oh !

Sentence Fluency

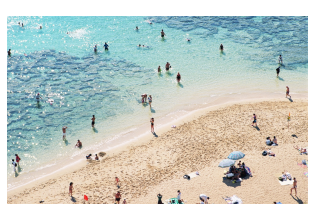
“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”

Ruth Culham

Laura Terrill, Crystal Lake 2015

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Write 5 sentences about summer.....



It’s summer. It’s hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill, Crystal Lake 2015

Teach transitions

65



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

Laura Terrill, Crystal Lake 2015

Conventions

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"Students in classes where conventions are valued over everything else get a distorted view of writing... Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Laura Terrill, ACTFL ISD 622, 2014

Conventions

67

Correct use of all conventions	→	Risk-taking
Writing errors are bad, they are indicators of failure	→	Writing errors are good, they are opportunities for instruction

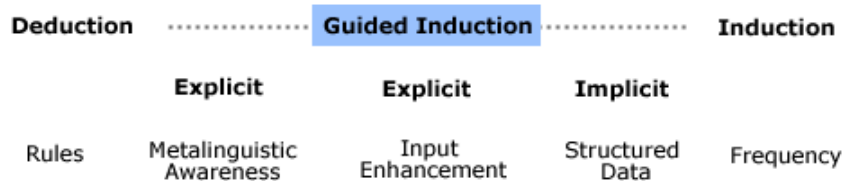
"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

Laura Terrill, Crystal Lake 2015

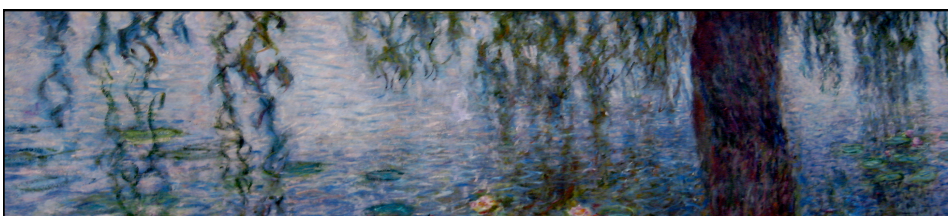
Grammar Continuum

68



<http://coerll.utexas.edu/methods/modules/grammar/03/>

Laura Terrill, Crystal Lake 2015



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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>